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ABSTRACT

Presented is a compendium of information about nontraditional higher education in New England, and in certain other places for purposes of comparison. Overviews of each program are presented, as are comparisons along various dimensions of operation, such as admissions requirements, assessment of prior learning, accreditation, opening data, core and degree requirements, majors, number of electives, residence requirements, portion of internally administered credits required for the degree, faculty data, financial aid and student costs, enrollment, media use for instruction, and affiliations and consortia. (MSE)

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NON-TRADITIONAL POST-SECONDARY PROGRAMS IN NEW ENGLAND AND OTHER SELECTED SITES

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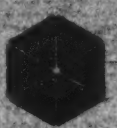
NEW ENGLAND OPEN LEARNING PROJECT

Program Support Office



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November, 1974

This is a compendium of information about non-traditional higher education in New England, and in certain other places for purposes of comparison. In this rapidly changing field, no such report can be entirely up-to-date or accurate, but it does reflect the variety and intent of current projects. The first part of the report presents over-views of each program, often in their own language. The second part presents comparisons along various dimensions of operation, such as "admissions requirements" and "assessment of prior learning." The authors would appreciate information which corrects errors and increases the usefulness of this reference.

The research for this document was supported by a grant from the Fund for the Improvement of Post-Secondary Education. It was carried out at the request of the New England Open Learning Task Force. The research was done by Ms. Judy Fleurant under the direction of Dr. M. Daniel Smith, Coordinator of the Project.

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Framingham State College
Goddard College
University of Maine - Farmington
University of Massachusetts -
Bachelor of General Studies Program
University of Massachusetts -
College III
University of Massachusetts -
University Without Walls
Northeastern University -
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Thomas A. Edison College
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NON-TRADITIONAL POST-SECONDARY PROGRAMS IN NEW ENGLAND
AND OTHER SELECTED SITES

PART I
GENERAL DESCRIPTIONS

The Community College of Vermont
Montpelier, Vermont

- With a small staff of educators, the CCV brings increased educational opportunities to thousands of Vermonters previously isolated from public higher education.
- The College has provided quality education at a reduced cost by carefully avoiding any duplication of existing services and by effectively using the talent and facilities already available in communities.
- Traditionally colleges have raised money to strengthen and support their learning activities by collecting fees from the students enrolled in courses. The CCV would rather rely on voluntary tuition payments from the people it serves.
- The CCV has an admissions policy which allows area residents to participate in CCV activities without regard to age, sex, income, or previous educational experience.
- By using schools, offices, club halls, and other community buildings for classrooms, the CCV has brought learning directly into Vermont's cities, towns, and villages. The expense of constructing a campus has also been avoided.
- Teachers are recruited from the community. All CCV instructors have academic and employment credentials which qualify them to teach their specialties. CCV staff members help the instructors maximize their teaching abilities.
- The CCV offers students a variety of educational paths from which to choose. They may select a single course or an entire program of study leading to a certificate or an associate degree.
- Programs focus on the knowledge and skills students wish to develop, rather than on the courses they will take. A single program may include on-the-job training, internships, tutoring, seminars, lectures and independent study.

Note: For details see Part II

Empire State College
Saratoga Springs, New York

- "...transcend constraints of space, place, and time..."
- "...serve a variety of individuals of all ages, throughout society, according to their own life styles and educational needs." This variety would especially include those persons not generally served by traditional institutions: people holding full-time jobs, older people, women with families.
- "...make the State's educational resources available to the students..."
- Most important, it was to "guide and assist the students in achieving an open process of learning...according to his individual needs and interests."
- All ESC students are expected to develop an individualized academic plan in cooperation with their faculty mentor. These programs of study describe past educational and occupational experiences and activities, primary interests and aspirations, and the major areas and activities to be undertaken at ESC. Programs of study can be prescriptive or general, ladder-like or lattice-like.

continued...

Empire State College, continued

- Advanced standing within the College is integrally related to Empire State's educational objectives. Judgments about advanced standing on the basis of prior learning have as their frame of reference the student's program of study and generally accepted expectations for college-level work.

Note: For details see Part II

Framingham State College
Framingham, Massachusetts

- The External Degree Program at Framingham State College is a non-traditional, part-time program of studies leading to a Bachelor of Arts in Liberal Studies, the degree to be awarded by Commonwealth College, a newly created agency of the Massachusetts Division of State Colleges.
- It is designed either for people who have had some previous college or for those who have had no formal education beyond high school.
- Although primarily a program for mature adults, young people not in a position to attend colleges or universities full-time will be accepted.
- Credit is awarded for life experiences. A thorough and complete evaluation of the student's life experience is done at the time of entry into the program and an appropriate amount of credit is awarded.
- There is much more emphasis on independent study and other types of individualized learning to enable students to proceed at their own pace, further their educations at times when it will not interfere with their other commitments, and avoid having to spend a vast amount of time on the college campus.

Note: For details see Part II

Goddard College
Plainfield, Vermont

- The Goddard Adult Degree Program is open to mature adults who can demonstrate their ability to do successful college work. ADP is basically for persons 26 and over. These students typically have previously attended college, but are unable at this time to go back to full-time attendance at classes.
- Adult Degree Program students come from a broad spectrum of vocations, avocations, backgrounds, current needs and interests.
- At Goddard, the experimental tradition is expressed in a commitment to several concepts; a belief in the student's ability to define for himself what he wants to know; to be responsible for the choices he makes, and to evaluate his work in terms of both his own intentions and the criticisms of others. Goddard's approach to education can be summarized in the words "student-directed." The interests of each individual student determine what he will learn at Goddard.
- Learning is recognized as something that occurs in many settings, stemming from a wide variety of stimuli. The undergraduate program therefore involves both resident and nonresident experience.
- At Goddard, there are no required courses, no grades, no exams. The curriculum is understood to include the whole life of a student while he is at the college. Rooted in the liberal arts, it is more a way to learn than a set of subjects to be mastered.
- Adult Degree Program study projects are planned within the Goddard Philosophy of education which defines learning as the activity an individual undertakes to solve or resolve a problem, overcome an obstacle, answer an important question, or achieve something deeply needed.

Note: For details on the Adult Degree Program at Goddard see Part II

University of Maine - Farmington - General Studies Program
Farmington, Maine

- To provide expanded educational opportunities for students who wish to attend the University of Maine at Farmington with the primary goal of achieving a college degree.
- To provide opportunities for students to exercise a greater role in planning and controlling their own course of study to meet peculiar needs perceived by the individual student.
- To provide opportunities for adults to develop and plan programs of study which are more closely tied to their ongoing occupational patterns and career choice which will culminate in a bachelor's degree.
- All standards and policies for admission and retention of students at the University of Maine at Farmington will apply to students enrolled in the General Studies Program.
- By the end of his Freshman year, each student admitted to the General Studies Program must submit a planned program of study designed to meet degree requirements. This planned program must be submitted, with the student's choice of advisor, to the General Studies Council. The General Studies Council shall have the authority to approve or disapprove both of planned program and choice of advisor.

Note: For details see Part II

University of Massachusetts - Bachelor of General Studies Program
Amherst, Massachusetts

- The Division of Continuing Education was established to provide educational opportunities for a wide variety of new, non-traditional students.
- The Bachelor of General Studies degree was designed to reflect the needs of adult students more closely than do traditional degree programs...to be flexible and adaptable to the needs of individual students.
- It is a degree program for students who can only attend college part-time. It is available only to Continuing Education students and all BGS degree candidates work closely with the Division's Academic Counselor. With the aid of a counselor, students choose courses, evaluate their learning experiences, cope with the special problems that arise when one is a part-time student, and design their own degree program.
- Its central requirement, in lieu of a major, is "intensive or specialized work consisting of at least thirty semester credit hours designed in consultation with an appropriate academic advisor, leading to a specific educational goal but not necessarily within any one department, division, school or college, and including at least fifteen hours of junior, senior level work taken at the University."
- This degree is designed for students with considerable life experience and educational objectives not fulfilled by one of the existing degree programs of the University.

Note: For details see Part II

University of Massachusetts - College III (The College of Public and Community Service)
Boston, Massachusetts

- The College of Public and Community Service is committed to serving the urban community through its educational program. CPCS provides an education which

continued...

University of Massachusetts - College III, continued

combines career education with the critical perspective of the liberal arts. By means of projects, programs, research, and policy analysis, the college as an institution provides field education for students while assisting urban agencies and organizations in evaluating their goals and improving their performance.

- CPCS is committed to a competency-based curriculum. A competency-based curriculum is a set of learning situations which both teaches students about skills and concepts, and places them in real work situations where these can be used. Competency is acquired not only in courses, but also on the job, in field education, and from use of city-wide resources. In addition, students will bring competencies already developed through previous experience.
- In many ways, CPCS will not look like a conventional college. Students will not find semesters, half-year courses, final exams, grades or even credits as such. Previous course work done elsewhere will not transfer automatically as credits to CPCS; but the learning involved will hopefully be useful to students seeking certification. Instead of semester-length courses, the college will offer a variety of learning situations. These will range from "mini-courses" lasting a few hours or days, to more regularized courses offered in six week units, to field education in which the work place becomes a learning place. None of these learning situations will be required, but all will assist students to prepare for the certification process. The certification system is at the core of the competency-based curriculum because it most clearly expresses the goals of learning, the levels of competency to be achieved, and the means of evaluating the achievement of those competencies.

Note: For details see Part II

University of Massachusetts - University Without Walls
Amherst, Massachusetts

- Enables students to earn a B.A. or B.S. from the University of Massachusetts through an individualized learning program.
- Allows students to combine coursework, independent study, internships, field experiences and other self-directed projects outside the classroom and the campus for credit.
- Enlarges the definition of "faculty" to include knowledgeable people outside the academic community.
- Welcomes participants of all ages and diverse backgrounds, especially people who would not normally have access to the University.
- Enables students to gain credit for significant prior learning by documenting demonstrated skills/competencies/learning to a Review Committee made up of faculty, staff, and other resource persons.

Note: For details see Part II

Northeastern University - University College
Boston, Massachusetts

- University College is committed to the education of mature, adult students who wish to live effectively in today's society. The programs in University College are specifically designed to satisfy the changing professional, cultural, and social needs and interests of adults.

continued...

Northeastern University - University College, continued

- Students may elect single courses or may enroll in full degree programs leading to the Associate in Science or the Bachelor of Science degree. Short-term seminars are also offered for credit.
- Classes are scheduled in locations which are accessible to the urban and the suburban community.
- All applicants who satisfy the requirements as regular or special students are admitted as part-time students in University College.
- Because of the diversity of the student body in terms of background, age, interests, needs, etc., there are no entrance examinations and college board examination scores are not required. In lieu of entrance examinations, students must maintain a C average in order to be admitted to degree candidacy.
- Credit is granted for successful completion of appropriate examinations in the College Level Examination Program. Credit may be disallowed for work previously completed because of the remoteness of the time or study; however, these applicants may take CLEP examinations where appropriate. Credit is also granted for non-collegiate experience in both the Liberal Arts and Law Enforcement Programs.

University of Rhode Island - Bachelor of General Studies Program
Kingston, Rhode Island

- The Bachelor of General Studies Degree Program is intended to accelerate the achievement of the Bachelor's degree for all those adult students for whom this is possible; it is intended to provide both a valid undergraduate experience in the area of concentration chosen by the student, and also refreshing and updating of the general education component generally accepted as essential to an educated citizen.
- The program is designed to lead to the Bachelor of General Studies Degree through the University of Rhode Island's Division of University Extension.
- The admission standards for the URI BGS Program would be the same as those of the University, except that access to the program would be limited to applicants 24 years of age or older.
- Upon admission, the student takes a 6 credit hour, one semester, course called the Pro-Seminar, with the understanding that evaluation of his/her present knowledge, and training for his/her academic future, are its goals. The Pro-Seminar student is given the College Level Examination Program. This series is used to determine how much of the knowledge required to complete the first two years of college, or in other words the general education requirements, is already part of a student's equipment.

  Note: For details see Part II

School of Continuing Studies - University of New Hampshire
Durham, New Hampshire

External Degree Program

- The External BGS Degree Program is an experimental program through which a person may earn a degree for learning in non-traditional as well as traditional ways.

continued...

School of Continuing Studies, continued

External Degree Program

- The proposed external degree is a non-residential program involving learners from the north country who contract through University approved sponsors with School of Continuing Studies for work toward a Bachelor of General Studies Degree.
- Prior learning is examined to determine learner standing, with the goal of developing a system that will consider informal learning as well as more traditional course work.
- Individual learner contracts take advantage of resources that are near the learner, including courses offered by SOCS, courses offered by North Country Learning Center special training programs, workshops, and independent study. In addition, the learner's own travel or work experience may be the basis for guided individual study.
- Finally, learners are organized into learning teams to assist program continuity and learner support.
- It will provide opportunity for a significant number of New Hampshire residents who desire to take advantage of higher education.

Note: For details see Part II

School of Continuing Studies

Course Based Program

- The Bachelor of General Studies Degree is available to adults. It is deliberately designed to afford adults a program having flexibility in several respects not provided for by traditional Bachelor of Arts or Bachelor of Science degree programs.
- The Program provides New Hampshire citizens the opportunity to participate in courses offered at the University of New Hampshire, Durham, the Merrimack Valley Branch at Manchester, Plymouth State College, Keene State College and through the state-wide School of Continuing Studies.
- A Program feature is that the areas of specialized study or career study can be designed collaboratively with various groups, agencies and companies. Whenever possible these program options can be offered on-site.
- The Program has no specific time requirements for completion. The candidate works at his/her own pace. Once formally accepted, the candidate is considered a student in the School of Continuing Studies.

Note: For details see Part II

Thomas A. Edison College

Trenton, New Jersey

- Thomas A. Edison College is unique in many ways. It has no classrooms, no resident faculty, no library. Its staff consists of a small number of administrators and support personnel; its campus is the entire state. Its academic program has been developed by committees of faculty members drawn from the State's colleges and universities, public and private.
- The mission of Edison College is to evaluate learning no matter how acquired, to develop and administer examinations that will aid in such evaluations, to coordinate assessments of non-traditional learning, and to award associate and baccalaureate degrees to individuals who have met the degree requirements as established by the Academic Council of the College.

continued...

Thomas A. Edison College, continued

- At the present time, Edison College offers the degrees of Associate in Arts and Bachelor of Science in Business Administration.
- There are no prerequisites for admission to Edison College. Students may enroll regardless of age, formal educational background, or residence. Since no class attendance is required, and degree requirements can be satisfied entirely by transfer credit and examination, the services of the College are available to any individual regardless of residence.
- In expressing its degree requirements, Thomas A. Edison College uses two measurements: semester hour credits and competencies.
- An individual may transfer to Edison College credit which has been previously earned at an accredited college or university (including those which are recognized candidates for accreditation), without regard to the number of institutions attended.
- Edison College will grant credit for proficiency or equivalency examinations taken.
- Those who may have acquired college-level knowledge in a particular area through experience, independent study or through course work completed at non-accredited institutions may request an individual assessment of such knowledge if there are no proficiency examinations available. It is not an assessment of experience but of what has been learned through experience.

Note: For details see Part II

York County Community College Services
Sanford and Biddeford, Maine

- York County Community College Services is a cooperative venture between the University of Maine at Portland-Gorham and the Southern Maine Vocational-Technical Institute. Its purpose is to provide post-secondary educational opportunities for citizens of York County.
- ...the community college, a publicly-supported, comprehensive, commuter institution, offering programs in occupational and technical fields as well as liberal arts.
- ...cooperating with the state department of education and its vocational-technical institutes, as well as with private colleges in the area.
- ...recognizing educational opportunities should be available through existing facilities where possible, rather than through additional campuses of the traditional type.
- Besides conducting normal registrations, the community college arranges free tutoring, testing, academic, career and financial aid counseling. By providing information and services in one location for each community, YCCCS hopes to eliminate much of the mystery, confusion and bureaucratic red tape often standing in the way of interested students unfamiliar with post-secondary education. Counseling gives prospective and enrolled students the unique opportunity to map out their education and career goals with the assistance of a well trained and easily accessible staff.
- Faculty are drawn from surrounding colleges, universities, and other educational institutions as well as professionals in the private and public sector.

Note: For details see Part II

PART II

ADMISSIONS REQUIREMENT	DEGREE(S) AWARDED	INSTITUTIONAL ACCREDITATION	STUDENTS ADMITTED
Community College of Vermont: Enrollment open to all interested. High school equivalent needed to receive a degree and for some forms of financial aid.	Associate Degree Offer Certificate	Candidate for accreditation - NEACS	1970
Empire State College: Student must have high school diploma or equivalent (GED or five years or more working experience).	B.A. B.S. A.A. A.S.	Approval Pending	Fall, 1971
Framingham State College: High school diploma or equivalent. Maturity, motivation, ability to work independently, wide range of interest. Requirements may be waived for especially qualified candidates.	B.A. in Liberal Studies	Approved by State Board	Spring, 1973
Goddard College - Adult Degree Program: Basically, but not exclusively, for 26 year olds and over. Have previously attended college, but are unable to go back to full-time classes. Occasionally a student is admitted without any previous college study. Such persons must have had extensive & important professional success.	B.A.	NEACS	1963
University of Maine - Farmington: All standards and policies for admissions at the University of Maine. Some students without high school diplomas and who do not meet all admissions requirements are admitted each year...admitted through Program of Basic Studies and receive tutorial programs - after reaching acceptable level may enter the BGS Program.	B.G.S.	To be approved by Trustees	?
University of Massachusetts - BGS Program: Any part-time student (primary occupation is other than being a student) with high school diploma or GED equivalency & who has an educational need. Admission to courses does not imply matriculation for degree. Matriculation for degree permitted when student has completed 30 hours of university course work with grade point average of 2.0 or better.	B.G.S.	University of Massachusetts	Spring, 1972

ADMISSIONS REQUIREMENT	DEGREE(S) AWARDED	INSTITUTIONAL ACCREDITATION	STUDENTS ADMITTED
University of Massachusetts - College III:	B.A.	University of Massachusetts	October, 1973
University of Massachusetts - University Without Walls: (Amherst) (1) Non-access because of family, field, age and need, economic, status, profession. (2) Try to limit to over 24 years old - depends on situation, however. Priority to Massachusetts residents who would not normally have access to university. Limited access to out-of-state students..5% by law. High school diploma, GED, or must be 21 years old.	B.A. B.S. (give UMass degree with UWW major)	UWW program accredited by UMass Trustees and Faculty Senate	July, 1972
University of Rhode Island - BGS Program: Admission to this program would normally require the accrual of 5 years of full-time non-academic experience, as well as meeting current URI admissions standards. Can attain junior level standing by passing the five CLEP exams at or above 35th percentile. If CLEP scores too low, student must enter courses at freshmen level.	B.G.S.	Approved by Faculty Senate	?
School of Continuing Studies: External Degree Program: Students must have equivalent of two years of transcripted or assessment of non-formal learning. --- Course-Based Program: Students must have equivalent of two years of transcripted learning or AA/AAS/AS Degree.	B.G.S. B.G.S.	Approved by UNH Trustees Approved by UNH Trustees	February, 1974 Fall, 1973
Thomas A. Edison College: Anyone may enroll regardless of age, residence or previous educational experience.	A.A. A.A.S. B.S.B.A. B.A. -- anticipated approval Nov. 1974	Approved by NJ Board of Higher Education - Candidate for accreditation Comm. on Higher Ed. of the Middle States Asso. of Coll. & Secondary Sch.	A.A. 1972 B.A. ?

ADMISSIONS REQUIREMENT	DEGREE(S) AWARDED	INSTITUTIONAL ACCREDITATION	STUDENTS ADMITTED
York County Community College Services: **Must be at least 18 years old.** **For the degree program must be a high school graduate or have completed GED equivalency test.** **Deferred Admissions Program - reduced-load academic program...opportunity for those not admissible to degree program...successfully completes prescribed courses within six semesters with a 2.00 GPA will earn acceptance as degree candidate with appropriate advanced standing.**	A.A.	University of Maine - Portland-Gorham Southern Maine Vocational-Technical Institute	September 1973

CREDIT OR OTHER DEGREE REQUIREMENTS	CORE REQUIREMENT (if any)	MAJOR (if any)	NUMBER OF ELECTIVES
CCV: Completion of 15 competencies within 3 major areas. Degree is granted based upon skills & abilities acquired - outlined by State Advisory Council	"core goals" vary in programs. At least one goal from each of these areas: Intellectual; Social; and Manual/Physical.	General Studies Administrative Services Human Services	
ESC:	Set up by student and mentor.	same	same
FRST: 128	Humanities - 24 Social Science - 24 Natural Science - 20 Math - 8	Liberal Studies	52
GC: Number of semesters required depends on previous study in colleges & universities. Minimum of 3 semesters in program regardless of previous credit.	No curricular requirements. Work as hard and as well as he can on matters of concern. Specific needs may demonstrate themselves: to work on writing, to learn elementary statistics, or meet specific requirement, i.e., imposed by state department of education or an employer. Suggested - 20 hours a week: studies centered in reading expected to produce bibliographies of 40-60 books & considerable written work; & research papers be thorough reports, documented, exploring not only current phenomenon but background & implications as well.	No formal major... learning to be a process of change which may properly lead thru a number of subject-matter fields. Studies limited only by background & abilities of faculty-Goddard faculty is a liberal arts faculty. Work may be broadly classified - in general, with humanities, social sciences, life sciences, arts & education.	
FARM: 120	At least 60 credits in intermediate and advanced courses. GPA of 2.0 for graduation. No core requirement.	No more than 24 credits in one department.	all elective program

CREDIT OR OTHER DEGREE REQUIREMENTS	CORE REQUIREMENT (if any)	MAJOR (if any)	NUMBER OF ELECTIVES
UMASS - BGS 120	30 UMass credits At least 18 of which must be taken for a grade. Including at least 15 hours of junior-senior level work.	Law Enforcement Public Service Administration Natural Sciences Liberal Arts student's choice - open	
UMASS - COLLEGE III Degree awarded upon demonstration of ten specified certificates.	Three essential skills certificates. One career center certificate. Five certificates from general certificates of which three must be from each of the three general centers. One "independent interest" certificate.	Essential Skills Center: writing, speaking, reading and math. Career Centers: housing and development, legal education services, and human growth and development. General Learning Centers: institutions, individual and society, and cultural studies. Independent Interest	
UMASS - UWW 120 (including 45 credits in "residence" by affiliation.)	33 total: Humanities - 9 Social/Behavioral Science - 9 Natural Science/Math - 9 RHET/English Composition - 6 Note: no limit to prior learning - these core requirements can be met thru prior learning.	Individualized, arrange with advisor and committee not required	50
URI-BGS:	Pro-Seminar - 4 hr. Social Science Seminar - 6 hr. Human Seminar - 6 hr. Natural Science Seminar - 6 hr. Senior Essay or Project	15 courses in Human Services or Business Institutions	
SOCS: External Degree: 124 credits to include: contracted learning; formal courses; independent study; assessment of	Math/Science - 15 credits Arts/Humanities - 15 credits Social Sciences - 15 credits May satisfy requirements through: CLEP, formal study, assessment of non-formal learning, assessment of non-traditional courses & experiences.	Determined by contract between sponsor & learner.	

CREDIT OR OTHER DEGREE REQUIREMENTS	CORE REQUIREMENT (if any)	MAJOR (if any)	NUMBER OF ELECTIVES
SOCS, continued non-formal learning; non-traditional courses. Course Based: 124	Minimum: Math/Science - 15 credits Arts/Humanities - 15 credits Social Sciences - 15 credits	Minimum of 30 credits in area of specialized study/ concentrated study/career study	
TEC: 120	General Liberal Arts: Humanities; Social Science; Natural Science/Math ..... 33 Area of Concentration: Humanities; Social Science; OR Natural Science/Math ..... 27 All candidates for B.A. must demonstrate proficiency in written expression. Note: can be satisfied entirely thru examinations and assessment of college-level knowledge.	Area Concentrations: Humanities Social Science Natural Science/ Math	27 Liberal Arts Electives 33 "free" electives
YCCCS: 60-70	Liberal Arts: Math/Science - 6 Social Science - 6 English Composition } 6 Communications } Humanities - 6	Liberal Studies (60 credits) Business Administration (60 credits) Law Enforcement Technology (70 credits) Building Construction (60-70 credits) (began this fall - no degree yet: Electronics -- Hotel & Motel Management	34-36

RESIDENCE REQUIREMENT	PORTION OF INTERNALLY ADMINISTERED CREDITS OR STUDY REQUIRED FOR DEGREE (not including credit for prior life/work experience)	TYPES OF PREVIOUS LEARNING RECOGNIZED OR ASSESSED		
		Formal Transfer	Exam	Life/Work Experience
CCV: None			CLEP	yes
ESC: None	6 months out of 36 months for B.S. degree. 3 months out of 18 months for A.A. degree.	Transfer credits accepted	CLEP APP CPEP USAFI	yes
FRST: None	24/128 - two week semester each of three summer sessions... or, six two-day weekends each semester for two years.	Unlimited transfer credit accepted	CLEP CPEP	yes
GC: Resident Period - two weeks every six months		Transfer is part of program	CLEP	yes
FARM: None	45/120	Transfer accepted. Maximum 75 semester credit hours	CLEP USAFI & department exams	no
UMASS - BGS: None		Transfer accepted.	CLEP Challenge University designed exam	yes

RESIDENCE REQUIREMENT	PORTION OF INTERNALLY ADMINISTERED CREDITS OR STUDY REQUIRED FOR DEGREE (not including credit for prior life/work experience)	TYPES OF PREVIOUS LEARNING RECOGNIZED OR ASSESSED		
		Formal Transfer	Exam	Life/Work Experience
UMASS - COLLEGE III: None		Will not transfer automatically as credits.. Competency Evaluation		yes
UMASS - UWW: None	None	Transfer accepted. Use UMass standards. (up to 75 credits)	CLEP UMass course exams	yes
URI - BGS: None		Transfer accepted. Use URI standards	CLEP (administered during pro-seminar)	no
SOCS: External Degree: None	to be determined	Transfer accepted.	CLEP CPEP and department exams	yes
Course Based: None	30 credit hours	Transfer accepted	CLEP CPEP and department exams	no
TEC: None	None	Transfer from accredited colleges & univ.	CLEP TECEP - Thomas Edison College Examination USAFI CPEP	yes

RESIDENCE REQUIREMENT	PORTION OF INTERNALLY ADMINISTERED CREDITS OR STUDY REQUIRED FOR DEGREE (not including credit for prior life/work experience)	TYPES OF PREVIOUS LEARNING RECOGNIZED OR ASSESSED		
		Formal Transfer	Exam	Life/Work Experience
YCCCS: None		Transfer accepted	CLEP	yes

PROCESS OF ASSESSING AND ACCREDITING PRIOR LIFE/WORK EXPERIENCE	EXAMS FOR ASSESSING PRIOR LEARNING
CCV: Document prior learning experience: what was learned, relates to goals of "contract". Present to Review Committee. Requirements: (1) time span sufficient to allow learning or development of personality; (2) development of social/ occupational skills; (3) knowledge in program and study area.	CLEP
ESC: Portfolio prepared by student, then evaluated by Assessment Committee at Learning Center; later reviewed at Coordinating Center, Office of Academic Vice President, Office of Program Review and Assessment.	CLEP, APP, CPEP, USAFI
FRST: Assessed by interdisciplinary faculty committee on basis of guidelines set up by previous interdisciplinary faculty committee. Guidelines have sections on correspondence courses, military service, job experience, community service, instructional technology, independent study, and travel. Student prepares portfolio (with help of staff guides) then presents it to committee in 3-4 hour oral; committee makes decisions, then discusses outcomes with student.	CLEP, CPEP, and other
GC: "Critical Life Experience" Upon acceptance to program, students, regardless of advanced standing (or lack thereof) gained thru transferred credit or CLEP Tests, may present a petition to the ADP Dean containing an analytical essay plus persuasive evidence about personally valuable, high quality, extraordinary educational endeavors. This might include studies done in institutions not defined as colleges or studies not taken for credit. Normally, one, but occasionally two semesters of advanced standing is given for critical life experience.	CLEP -- students admitted to the program with less than a year of advanced standing from previous college work may gain as much as one year advanced standing by taking the CLEP General Exams.
FARM: None	CLEP, department exams, Advance Placement Testing Program, USAFI
UMASS - BGS: Evaluation process being worked out. At present - student may negotiate with faculty members within department. Establish areas and turn into equivalent credits. Student must demonstrate learning through interview. This presently varies from discipline to discipline.	CLEP and Challenge Exams

PROCESS OF ASSESSING AND ACCREDITING PRIOR LIFE/WORK EXPERIENCE	EXAMS FOR ASSESSING PRIOR LEARNING
UMASS - COLLEGE III Competency Based Curriculum. Competencies awarded upon successful demonstration through variety of methods (oral examination; written report; a portfolio of writings, analyses of experience, list of readings and their utility, plus written statements by any number of people; analysis of a project, on-site evaluation.). Same procedures used to demonstrate competencies whether acquired before or after entry. Certificate Evaluation Team: normally minimum of two persons - one of whom will be faculty member of curriculum center administering the certificate. One from outside the center.	
UMASS - UWW: (1) Builds portfolio; (2) UWW staff reviews portfolio; (3) Review Committee (student, UWW staff, advisors, UMass faculty, resource persons, supervisors) recommends credits and areas appropriate (not necessarily in formal meeting - can be done individually and in separate sections).	CLEP, CPEP, and others as appropriate - designed by faculty or department
URI - BGS: Under review	CLEP Exams administered in Pro-Seminar.
SOCS: External Degree Program: Learners work with "sponsors" to develop documentation of non-formal learning. This portfolio is eventually boiled down to an assessment report - an assessment team meets to assign credit. Assessment Team: include learners, sponsor, SOCS staff, two faculty members (one from area experiences being presented and other from department outside that area), and Faculty Advisory Council member as non-voting member.	CLEP, CPEP, and department exams.
TEC: Supervised by Committee on Testing and Assessment, a committee of the Academic Council. The assessor's proposed plan for evaluating the student's life achievement must be approved by staff assessment specialists. The College also monitors the completed assessments and reserves the right to review the examiner's credit recommendations. Details of each assessment will vary--the general process consists of: the student, a college or university faculty member serving as an Edison consultant in the subject-matter area, and the staff of Edison College. The student, with	CLEP, USAFI, CPEP, and TECEP (Edison College Exams)

continued

PROCESS OF ASSESSING AND ACCREDITING PRIOR LIFE/WORK EXPERIENCE	EXAMS FOR ASSESSING PRIOR LEARNING
TEC, continued.. with assistance as required, defines the area of assessment, and then demonstrates--oral or written, submission of portfolio, performances, or other appropriate means -- that he/she has acquired the knowledge or proficiency in question. In GROUP assessment, the college arranges for the evaluation of courses or programs offered by non-academic institutions and develops and administers evaluative tools with input from course instructors.	
YCCCS: Must present documentation...may be tested and/or interviewed. Especially used in vocational areas.	CLEP and UMaine or SMVTI department exams

MEANS OF PLANNING FURTHER LEARNING AND DEGREE PROGRAMS	MEANS OF LEARNING IN PROGRAM	MEANS FOR ASSESSING LEARNING IN PROGRAM
CCV: Student develops plan, meets with Review Committee (professionals, teachers, students or staff).	On-the-job training; internships; tutoring; seminars; lectures; independent study; self study; radio and TV courses; classes.	Based upon skills & abilities student acquired. Student prepares portfolio: course descriptions; essays of prior learning; letters of reference from employers; transcripts. Local Review Committee checks completed contract. State Review Board then checks it.
ESC: Contract: (1) description of purpose; (2) specific purpose contract aims to serve; (3) learning activities to be undertaken and general schedule. (4) way work evaluated between student and mentor.	Student-sponsored symposium workshop; other colleges, businesses, etc.; public & community resources; internships; field studies; organized programs (self-study module); resident artists; tutors; adjunct community faculty.	Student amd Mentor evaluate contract.
FRST: Assessment Committee becomes program planning committee.	Courses - on campus and off campus; independent study; work experience.	Comprehensive exams in each of four liberal studies areas, conducted by panel of faculty with appropriate member of Advisory Comm. - can be written or oral.
GC: During two-week resident periods, students plan six-month study. Student & Faculty Supervisor work towards detailed outline -- specifications as: method of procedure; preliminary bibliography or list of resources, method for keeping in touch, & perhaps a timetable with deadlines. Plan should indicate product to be expected - major paper, research report, series of essays, journal, continuing	Extension courses at nearby colleges; Research; work - internship experience; museums, libraries, lecture series, television courses; travel.	Decision as to whether or not a study has been completed successfully is the supervising faculty member's in consultation with Dean. Students discuss and evaluate study projects with faculty members--by mail, visits to campus, attend weekend conferences arranged by faculty in

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MEANS OF PLANNING FURTHER LEARNING AND DEGREE PROGRAMS	MEANS OF LEARNING IN PROGRAM	MEANS FOR ASSESSING LEARNING IN PROGRAM
GC, continued.. annotated bibliography, works of art or exercises preliminary to them, or whatever appropriate.		cities, send tape recordings. Student may be dropped or required to withdraw if work judged unsuccessful or incomplete for 2 six-month semesters.
FARM: End of freshman year student submits planned program of study designed to meet degree requirements with choice of advisor to General Studies Council. Transfer student - if transferring more than 30 credit hours student must submit a planned program of study BEFORE acceptance.	Farmington courses and courses with other colleges within University system. Field experience (during program of study only) Proposal submitted to General Studies Faculty. Only 1 semester's work and no formal course work is taken. Maximum - 15 semester credit hours.	General Studies Council (three faculty per division, one of which is Chairman)
UMASS - BGS: With aid of counselor, students choose courses, evaluate their learning experiences, and design their own degree program... within guidelines...they also must fulfill the standard University course requirements.	Traditional courses or special problems courses. Encourage independent study "in extension".	Assessment of field experience -- contract - individual faculty assessment.
UMASS - COLLEGE III: Field experience - encouraged to locate prospective field placements: Student should specify learning objectives and reach agreement with agency supervisor, faculty field advisor and Director of Office of Cooperative Education. Each student will plan an integrated program of work and study with her/his advisor.	Courses; on the job; field work; resources in Boston area.	Certificate Evaluation Team: composed of minimum of 2 - at least 1 of whom will be faculty member of curriculum center administering certificate, & at least 1 person from outside that center. Examination Procedures: examination; written report; portfolio; project analysis; action-context evaluation; supervision-over-time. Field Experience - student must evaluate experience in terms of objectives.

MEANS OF PLANNING FURTHER LEARNING AND DEGREE PROGRAMS	MEANS OF LEARNING IN PROGRAM	MEANS FOR ASSESSING LEARNING IN PROGRAM
UMASS - UWW: Advisor (faculty, staff, student, resource person) aids define needs, goals, resources, living styles. Program of Study: (1) learning objectives; (2) activities; (3) formal courses; (4) criteria for evaluation of "2"; and (5) relevance to future goals.	Traditional courses; independent study; directed reading; practicum or supervised field experience.	Contract - evaluation by professor (meet every week).
URI - BGS: Through faculty re pro-seminar course and CLEP exam scores.	URI courses and University of Rhode Island colleges.	In Pro-Seminar - faculty member observations and scores from CLEP Exams (which were administered during pro-seminar). Area of Concentration - regular URI courses - university regulations. Seminars (3) - team taught.. team evaluated. Senior Essay - judged by faculty.
SOCS: External Degree Program: Learner and sponsor develop total program contract based on transcripted credits; assessment of non-formal learning; specific learning contracts.	SOCS formal courses; North Country Learning Center special training program courses; workshops; independent study; travel; and work experience.	Sponsors decision if learning contract fulfilled. SOCS has right to review decisions of sponsor. Some part of evaluation will involve judgment of expert in field.
Course Based Program: Through Faculty Advisor	SOCS-UNH formal courses; independent study.	University system
TEC: On enrollment form, each student should list past collegiate educational experience; college course work, college proficiency exams, formal military service schools. Upon receipt of records, a preliminary evaluation will be made. If all requirements for degree have been met, the student will be sent		

continued

MEANS OF PLANNING FURTHER LEARNING AND DEGREE PROGRAMS	MEANS OF LEARNING IN PROGRAM	MEANS FOR ASSESSING LEARNING IN PROGRAM
TEC, continued... appropriate materials concerning the procedures for requesting the degree. If more requirements to be completed, student will be told what requirements are and will be given several options for completing of requirements. As these requirements are met the student should submit the supporting documentation for further evaluation.	Courses.... transfer to other institutions which offer instruction in order to complete degree objectives. Work experience.	Refer to Column 1 and 2
YCCCS: Meet with counselors at YCCCS centers.	classroom - at University of Maine and Southern Maine Vocational-Technical Institute. courses at other colleges.	UMaine standards and SMVTI standards.

FACULTY

COMPOSITION	SOURCE	NUMBER	SALARIES
CCV: Teachers, students and professionals in field	Faculty recruited from community		Part-time $7 an hour
ESC: "Mentors"		62 full time mentors and deans in 1973	
FRST: Framingham State faculty	Continuing Education Faculty	can't tell - continuing ed part-time	$10 per hour on overload basis.
GC: Permanent core faculty and also use a number of "visiting" faculty	Goddard	12 "Core" Faculty	
FARM: University of Maine faculty	Appointed by Academic VP upon recommendations of Academic Deans		Faculty - no extra... teaching assignment Chairman of General Studies Council - $500 extra.
UMASS - BGS: No permanent resident faculty. Overload basis - "native" UMass faculty. Adjunct faculty - from university colleges and experts in field.	UMass Faculty Faculty from university colleges Faculty approved experts in field.		$900 per three credit course.
UMASS - COLLEGE III: Recruited as faculty those persons who have been trained in academic community as well as persons of demonstrated competence holding positions of responsibility in human service agencies.	Dean will appoint certificate advisors for first year; thereafter, curriculum coordinators will designate advisors.	32	

FACULTY

COMPOSITION	SOURCE	NUMBER	SALARIES
UMASS - UWW: UMass faculty and adjunct faculty...part-time. Full-time UWW faculty.	University of Massachusetts at Amherst.	Four full-time Eight teaching assistants Four core staff Part-time: 50 UMass faculty ..... 8 adjunct faculty.....	... volunteer - considered for merit increase ... paid
URI - BGS: URI faculty on part-time basis.	University of Rhode Island		Part-time overload basis.
SOCS: External Degree Program: Student works with sponsor from UNH system. Also tutors or special skilled professionals; North Country Learning Center staff; Community resource persons (Note: these individuals must be assessed by UNH assessment team).	University of New Hampshire system	17 sponsors (1974)	Sponsors are volunteers
Course Based Program: Student works with Faculty Advisor	University of New Hampshire system	?	No additional compensation for advising.
TEC: NO resident faculty - Academic Council is made up	New Jersey two & four year public & private higher education institutions & independent educational organizations	No resident faculty...60 on Council & on committees... 50 have served on assessment teams	Consultant basis and by meetings attended.

FACULTY

COMPOSITION	SOURCE	NUMBER	SALARIES
YCCCS: University of Maine Southern Maine Vocational-Technical Institute and also the flexibility exists to use professionals from the community ... none currently local private colleges		50 part-time faculty presently teaching	Paid by course-credit hour. Amount varies.

TUITION/FEES	SCHOLARSHIPS/ FINANCIAL AID	INCOME/EXPENDITURES COMPARISON
CCV: Pay whatever amount they can afford. Payments anonymous - mailed to an account in Montpelier Bank. No bills sent out.	Available	College estimates break-even need of $30 per student per course to support learning activity. Expenditures: $685,000 Income from Tuition in 1974: $90,000. Tuition gave 9/69 = (1/7 - 1/8) Cost $550,000 to run; state appr. $50,000.
ESC: $30 - orientation fee Over 56 credit hours - $266.75 every 12 weeks Under 56 credit hours - $216.50	Available	
FRST: Application - $10 Processing & Advising - $250 Tuition - $22/semester hour Registration - $10 semester Library - $5 semester	None	No information - part of Continuing Ed. operation
GC: Application - $15 $750 a semester $90 room-and-board for resident period	Available Note: no aid available for room-and-board	$750 a semester--an approximation of the cost of a student's membership in program including, as one factor, funds to aid those unable to pay that full fee.
FARM: University costs - no separate budget. Tuition Resident - $400 annual Non-Resident - $1,400 annual Activity Fee - $35 Living Costs of Campus - $1,120 Matriculation Fee - $15	Available	Not on a separate budget - $500 is needed for Chairman's salary.
UMASS - BGS: $25 per credit hour for extension classes on campus... $28 off campus, plus a $5 registration fee.	Limited amount-student must be degree or certificate candidate.	Presently self-supporting. (Classes not achieving a minimum enrollment of 12 students are cancelled.)

TUITION/FEES	SCHOLARSHIPS/ FINANCIAL AID	INCOME/EXPENDITURES COMPARISON
UMASS - COLLEGE III:	Available	
UMASS - UWW: Resident - $120 semester Non-Resident - $550 semester Fees - $17 and $150 Living Costs on Campus - $600 semester	Apply as a block to University of Massachusetts through UWW	2/3 of expenses are from tuition
URI - BGS: $69 - 3 hour course	None	Income is expected to equal expenditures.
SOCS: External Degree Program: To be determined --- Course Based Program: $30 credit hour	Available Available	
TEC: Individual Assessment Fees - $25 - processing application $75 - payable after Assessment Agreement - reserve right to adjust fee. Enrollment Fee - $35 Graduation Fee - $25 TECEP Fees - exams fees vary from $15 to $75.	None	
YCCCS: Application Fee - $10 Matriculation Fee - $15 Registration - $5 per semester Tuition - $25 per semester credit hour up to maximum of $225 per semester. Non-residents - $70 per semester credit hour up to $750. SMVTI Programs: Application - $5; $15 per semester credit hour up to maximum of $150. per semester. Non-residents - $30 per credit hour up to $300.	Available	Per student costs - $600.

CCV:
Open

ESC:
Open. Contracts can be full time or half-time and can run whatever period is most appropriate.

FRST:
Open

GC:
An Adult Degree Program semester is understood to end Saturday noon of the first week of the resident period.

FARM:
University uses two terms. During the January break the student may take independent study.

UMASS - BGS:

UMASS - COLLEGE III:
Calendar - six eight-week units. For purposes of translating into normal academic program, two eight week units may be considered one semester. Four eight week units may be considered a normal academic year.

UMASS - UWW:
University offers two semesters (plus short summer session).

URI - BGS:
Two semesters and summer.

SOCS:
External Degree Program: None in traditional sense, however, students are asked for a "Program Year" Commitment. (see "Comments" section for further detail).

Course Based Program:

TEC:
None

YCCCS:

STUDENTS

NUMBER OF STUDENTS IN PROGRAM	AVERAGE AGE OF STUDENTS
CCV: "last spring" 1200 students enrolled in 130 courses. Graduated 8 Associate Degrees in 1973. Graduated 49 Associate Degrees in 1974.	28 years old Range: 24-45
ESC: 1973 - 510 total Genesee - 125 Long Island - 119 Metropolitan - 139 Northeast - 127 Graduated 440 by 1974.	33.5 years old Genesee - 29.6 (16-51) Long Island - 34.7 (17-57) Metropolitan - 36.8 (17-66) Northeast - 32.5 (16-58) Range: 16-66 April, 1973
FRST: 150 before summer assessment. 200-250 as of this fall - 1974.	40 years old (expected to decrease)
GC: 1974 - Fall, approximately 500	around 30 years old
FARM: Limit of 20 students per year is planned.	?
UMASS - BGS: 190-200?	
UMASS - GOLLEGE III: 300 students (1974)	32 years old
UMASS - UWW: 1974 - Fall, 300 (numbers difficult because of number of students in and out, part-time, etc.) Have had 100 graduates.	35 years old
URI - BGS: 100 for the first year; then unlimited	?
SOCS: External Degree Program: 1974 - 17 students in Degree Program --- Course Based Program: 1974 - 200 students	Range: 27-53 35-40 years old

STUDENTS

NUMBER OF STUDENTS IN PROGRAM	AVERAGE AGE OF STUDENTS
TEC: 1974, Fall - 1,600 students	35 years old
YCCCS: 1974 - total of approximately 600 students 1/3 of which are degree candidates	approximately 28 years old

MEDIA USE	AFFILIATIONS/ CONSORTIUM	QUALITY/EVIDENCE
CCV: Has sponsored courses via radio and television and will continue to expand. "Home Study" Kits	CAEL - Cooperative Assessment of Experiential Learning	Researched progress of graduates - how it was helpful to them. Interviewed current students.
ESC:		Researched graduates progress and published the report.
FRST: Not heavy. Do have 14 courses designed for External Degree students...for LE-CR people, e.g., Social Science Seminar where students run the course more (experiences of the students). This is for two weeks in summer.	Cooperating with Educational Testing Service in CAEL Project and with Empire State College in Cost-Effectiveness Study.	
GC: Limited use. Do use audio-tapes for purposes of corresponding between resident periods.		
FARM: Widest possible use of University of Maine-Farmington Media Center and Learning Centers. (Some educational television is used in the traditional program for the health field)	Central Maine Consortium in Higher Education	
UMASS - BGS: Uses newspaper course	National University Extension Association	Faculty Senate Committee on Continuing Education-Advisory Board
UMASS - COLLEGE III: Extensive	CAEL - Cooperative Assessment of Experiential Learning	
UMASS - UWW: Very little - use some in the School of Education	Union for Experimenting Colleges and Universities CAEL - Cooperative Assessment of Experiential Learning	Researching what happens to graduates; attrition study.

MEDIA USE	AFFILIATIONS/ CONSORTIUM	QUALITY/EVIDENCE
URI - BGS: None yet		
SOCS: External Degree Program: widest possible use is planned via New Hampshire Network (Channel 11). Investigating a tele-lecture network. Video-tape used. Course Based Program: limited - students are encouraged to take courses offered through New Hampshire Network (Channel 11).	North Country Learning Center Joint Operations Committee of the New England Center for Continuing Education	
TEC:		Academic Council - role is to advise the administration and trustees on college's academic program and policies.
YCCCS:		

CCV:
Statistics: 43% low income; 1/3 high school or college drop-out; 2/3 employed; 50% want to improve or learn occupational skills.

ESC:

FRST:

GC:
In addition to the ADULT DEGREE PROGRAM, Goddard also offers a RESIDENT UNDERGRADUATE PROGRAM - EXTERNAL STUDIES and GODDARD EXPERIMENTAL PROGRAM IN FURTHER EDUCATION.

FARM:
Proposal is being presented to Trustees in November of 1974. If approved, hope to begin program second semester. Already has been approved by all faculty committee and Faculty Senate.

UMASS - BGS:

UMASS - COLLEGE III:
Competency-based curriculum.

UMASS - UWW:
One stated aim is to influence University structure and philosophy toward greater openness and flexibility in serving non-traditional, older students.

URI - BGS:
1. Pro-Seminar: intensive preparation for college and pursuit of students goals through college. 2. Adults get into major in second semester. Accelerated degree program.

SOCS:
External Degree Program:
Student-Program Year Commitment: Agreement to participate in unique aspects of program... assessment process - contracting process; Development of integrating product, e.g. paper that integrates learning experiences or performance in music or conducting a set of workshops; Participation in pilot testing aspects of program...recruiting other students - assisting in developing selection procedures; Agreement to carry specific load for that year.

TEC:

Thomas A. Edison College is an external degree college which does not offer instruction and, therefore, does not have a resident faculty. Utilizing the specialized administrative and academic skills of a cadre of administrators and support staff, the College functions as a catalytic and coordinating agent in stimulating adult learning situations, in evaluating students' academic knowledge and skills, and in directing students towards available State-wide educational opportunities for self-directed learning.

YCCCS: